

INDIVIDUAL PLAN for PROFESSIONAL DEVELOPMENT (IPPD)

FORM A **IPPD for TEACHERS**

DepED-EDPITAF-STRIVE
2009

INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD)
Form A for Teachers

Meaning and Purpose of IPPD

What is Professional Development?

Professional development is the process of improving competencies and work performance through a wide variety of opportunities for growth in knowledge, attitudes, and skills. For Teachers, a personal and professional growth process necessarily integrates the goals of the teacher as a professional with the goals of the school, division and region for better student outcomes. The standards, processes and tools used in the accomplishment and use of output are based on the National Competency-Based Teacher Standards (NCBTS).

Professional Development activities range from *independent study* such as personal or structured professional reading; to *supported learning* such as mentoring and coaching; to *collective action* such as getting involved in a professional organization or conducting group research and to *formal programs* such as on site face-to-face training, distance or on-line course study, and continuing formal education.

Teacher Development in the education system is most successful in an environment, which promotes the goals of a school-based management with a strong leadership and support system. It is most likely to succeed when it is embedded in the vision, strategic plan and organizational structure of the school, division and region. Moreover, it must be guided by a purposeful and systematic planning through an INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD).

What is an Individual Plan for Professional Development (IPPD)?

An IPPD is a tool that serves as a guide for the teacher's purposive learning and development as a professional. The IPPD is structured such that every teacher regularly and individually prepares, implements, monitors and updates the plan. It is based on the individual teacher's identified professional development needs as revealed by the NCBTS-TSNA and is consistent with the priority development goals of the school, division and region.

What is the purpose of accomplishing an IPPD?

The IPPD is accomplished by the teachers to enable them chart their goals and plan learning activities to enhance their professional competencies in order for them to work better for the improvement of their school and learners' performance. Developing a structured IPPD allows them to practice individual accountability for professional growth and shared responsibility for the entire organization's development.

Guiding Principles

In the process of developing an IPPD, certain considerations may serve as guiding principles:

1. The IPPD must be based on:
 - the mandated functions and competency standards for the profession
 - results of training needs assessment
 - priority development goals of the school, division and region
2. The IPPD goal focuses on improvement of school effectiveness and learning outcomes.
3. The IPPD must adhere to the following SMART standards:

- Specific and focused on learners and school priorities
 - Measurable progress and accomplishments through a monitoring and evaluation scheme
 - Attainable and results-oriented
 - Relevant strategies appropriately connected to goals and objectives
 - Time-bound within targets but flexible to afford revisions and updates
4. Development strategies adhere to the andragogical approach and methodology identified to be effective in the attainment of the IPPD goal and objectives
 5. The IPPD process is job-embedded, i.e. inherent to the practice of the profession, and a continuing course of action.

Directions for Accomplishing the IPPD Template

Preliminary Meeting

Prior to the actual completion of the IPPD, it is advisable to conduct a preliminary meeting where your group is given the opportunity to study and discuss information from the documents and reports pertinent to your school and professional needs. The following documents will be needed for your study: (1) Individual NCBTS-TSNA result accompanied by a copy of the NCBTS-TSNA Tool or any document that contains the list of domains, strands, performance indicators and KSAs, (2) Any official records available that give information about your learners' performance and learning needs (e.g. achievement test results, class records, EMIS, Form 1)

Setting the Goal

Read the instructions below carefully and provide the information needed in accomplishing the IPPD. Guided by the steps below and based on the information you have studied during the preliminary meeting, write the information needed in the charts below. These will help you formulate your GOAL for professional development. You will need to complete the IPPD Template where you will write the goal you have formulated. You will also fill up the appropriate columns: (I) Learning objectives, (II) Strategies, (III) Resources, (IV) Timeframe, and (V) Success indicators.

Formulating the Goal

To formulate your goal, focus on enhancing your teaching and learning to improve student outcomes by reviewing the following:

- Individual NCBTS – TSNA result
 1. Consider the scores in each of the seven domains and strands
 2. Inspect the graph's bars indicating your highest and lowest results
 3. Based on the review of your NCBTS-TSNA results write the information needed on the chart below. (*Write the strands in full text.*)

<i>Strengths (At least 3 strands that you think you are most competent)</i>	<ul style="list-style-type: none"> • •
<i>Professional Development Needs (At least 3 strands that you</i>	<ul style="list-style-type: none"> • •

think you need to enhance most)

•

➤ Student/Pupil learning needs

1. Determine your own learners' achievement and reading levels based on any available records, e.g. NAT, Phil-IRI .
2. Look at the area on Performance Indicators (i.e. drop-out rate, failure rate).
3. Based on your review of student/pupil learning needs write the information needed in the chart below.

<i>My school's priority improvement need based on NAT results and Phil-IRI</i>	
<i>My school's priority improvement need for learners based on performance indicators, drop out/failure rate</i>	
<i>My class learners' needs in relation to the subjects/grade I am teaching</i>	

- After analyzing the information from the two sources (Chart A and B), reflect and identify the COMPETENCIES YOU NEED TO ENHANCE MOST. Consider how you will address the priority needs of your learners and the improvement priorities of your school.

BASIS	Priority competencies	Identified priorities for training & development
NCBTS-TSNA results		1.
Learners' data		2.
		3.

- Write the entries made in the last column also in the box "Priority Training and Development Needs" in the IPPD Template
- Use the information you have written in the charts above in stating your Professional Development Goal.

Study the following example of a Teacher's Goal:

Professional Development Goal: To enhance my teaching competencies in providing learning activities for diverse learners and to use community resources to improve my learners' academic performance in Science.

(In the example, the TSNA result of the teacher showed that her urgent need for development was related to Domain 3 Diversity of Learners and Domain 6 Community Linkages. The school's priority for staff development are focused on enhancing skills of teachers in ensuring learning in the classroom has relevant application to demands of the community. Moreover, being a Science teacher, her focus was to improve the very low MPS of her students in Science.)

You may refer to the Sample of accomplished IPPD distributed to you. It is advised however, that you will use this Sample only as a guide in your reflection of your own personal needs.

➤ Now, write your Professional Development GOAL in the appropriate box on the IPPD Template.

Deriving Objectives from the Goal

In formulating objectives, it is foremost to consider the competencies you should develop to help achieve your goal as revealed by your NCBS-TSNA result. Referring to the same example above regarding the Science teacher, the objectives that may be derived from the goal set are as follows:

Objectives:

- A. To improve my competencies in using varied strategies in teaching diverse learners
- B. To gain more content knowledge and skills in Science teaching
- C. To acquire knowledge and skills in providing learning activities that respond to demands of the community

Deciding on the Professional Development Methods/Strategies

To help you achieve your objectives, there is a need to choose carefully appropriate methods/strategies. You may take note of the following considerations. It may be helpful also if you know the types of development strategies such as the ones below.

It is important, however to write more specific professional activities you intend to engage in to achieve your objectives. Examples are: “Attend scheduled District training on Multiple Intelligence”; “Surfing reading materials on Science teaching in the internet”

- 1. Independent action
 - Online training
 - Learning a new technology
 - Conduct of an action research (individual)
 - Structured professional reading
 - Personal professional reading
- 2. Supported action
 - School visits
 - Peer review or peer observation (Critical friend/partner)
 - Mentoring/Coaching
- 3. Collective action
 - Involvement in a professional organization
 - Conduct of an action research (group)
 - Group studies or learning Circles, e.g. Learning Action Cells (LAC) and Learning Enhancement Activity Program (LEAP) sessions
- 4. Formal program
 - On site face to face training
 - Cluster level/school level learning communities
 - Distance or Online Study
 - Division or district face to face training

- Continuing formal education (e.g. graduate studies)

Tapping Possible Resources

There are possible resources that you may tap to support your professional development as listed below:

A. Human Resource

You may have potential mentors right beside you just waiting to share their talent and time. These are your co-teachers who have STRENGTHS in certain domains or strands who can assist you in areas you need to enhance. You may also be a Peer Adviser on competencies you identified earlier as your strengths. Your School Head, Department Head, or colleague may have the capacity to help you learn the needed knowledge or skill. Human Resource may also be available in other schools, at the division offices, or from the community who can share their expertise to assist you in attaining your learning objectives. It is advisable to specify the Person(s)' names when you write them in the appropriate IPPD column.

B. Material Resource

Material resource may include Professional Development Modules that can be availed at the Division or District Office, Teachers Sourcebooks available from Foreign-Funded Projects in your school or nearby school, Training packages containing lesson guides may also help you learn and enhance your KSAs.

Teaching Materials that may be downloaded from the Internet can help you enhance your teaching competencies. You may have to learn to use technology in the classroom especially if this is available in your school or district.

C. Logistics

Funding for training and development is not always easy to find. However, if you know the sources to tap in your community, you may try doing so in collaboration with your teachers' group and School Head.

Setting the Time-Frame

The IPPD time frame is for a period of one calendar year. This may coincide with the development of the school's AIP. The time frame you will set for yourself actually depends on your determination, and commitment to do something about your goal based on the urgent and prioritized development needs. What is important in setting the time frame is that it is realistic and doable. The dates you will write in your IPPD should be like a clock with an alarm to remind you of your responsibility for yourself and your learners.

Identifying Success Indicators

There are two columns for success indicators: (1) Success indicators for enhanced teaching competence, and (2) Indicators for improved learners' performance. For the first, you may think of the NCBTS competencies that you would have enhanced as a result of the professional development activities you will engage in. For the second, think of the learners' performance that will be improved as a result of your enhanced competencies.

Self-Monitoring of the IPPD

This IPPD is a self-monitoring tool. It allows you to be responsible in keeping track of your own progress and accomplishments at any point within the period you have set for each objective. The general rule is that you are responsible for tracking your growth. You have to monitor your progress regularly. Keep in mind the professional competencies you have targeted to enhance. You may refer to the list of competencies listed in the NCBTS-TSNA Tool. Determine whether the activities you have done so far have contributed to the enhancement of your competencies.

Monitoring has to be done regularly. The Self-Monitoring Check may be useful in monitoring your IPPD progress. This tool is to be accomplished every quarter and at the end of the calendar year.

Self-Monitoring Check

(To be completed every quarter and end of calendar year)

1. Am I constantly aware of my professional development goal and objectives?

(Write your objectives in the first row.)

2. What have I accomplished so far?

(Write activities you have done and the specific NCBTS competencies that have been enhanced in the appropriate columns.)

Professional Development Objectives	1. 2. 3.	
Time of the year	Accomplishments	
	Professional Development Activities Done	Specific NCBTS Competencies enhanced (Strands)
First Quarter Review		
Second Quarter Review		
Third Quarter Review		
End of the Year Review		

Commitment

*"For I know the plans I have for you," declares the Lord,
"plans to prosper you and not to harm you,
plans to give you hope and future."
-Jeremiah 29:11*

I am a Professional Teacher.

I am responsible for my personal and professional growth.

Henceforth, I commit my best to attain the goal and objectives

I have set hereunto for my professional development,
not only for my benefit but also for my school's improvement
and most of all, for my learners' progress.

Signature: _____ Date: _____
(Teacher)

Attested by: _____ Date: _____
(Peer)

Reviewed By: _____ Date: _____
(Immediate Head)

TEACHER'S INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD) for School Year _____

Name of Teacher:				Position:			
School:		District:		Division		Region	
Priority Professional Development Needs (Based on NCBTS-TSNA results & learners' performance data)		1. 2. 3.					

Professional Development Goal:	
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Objectives	Methods/Strategies	Resources	Time Frame	Success Indicator	
<i>(What competencies will I enhance?)</i>	<i>(What professional activities will I undertake to achieve my objective?)</i>	<i>(What will I do to access resources?)</i>	<i>(When do I expect to have accomplished the activities?)</i>	<i>What NCBTS competencies would I have enhanced?</i>	<i>What learners' performance would have been improved?</i>
A.					
B.					

C.					
Reviewed: Name and Designation		Committed to Implement: Name of Teacher		Date:	

SAMPLE ONLY

TEACHER'S INDIVIDUAL PLAN for PROFESSIONAL DEVELOPMENT (IPPD) for School Year 2008-2009

Name of Teacher:		Liza B. Prado		Position:		Teacher II	
School:	Tugatog High School	District:		Division		Region	
Priority Professional Development Needs (Based on NCBTS-TSNA results & learners' performance data)		1. 2. 3.					
Professional Development Goal:		To enhance my teaching competencies in <u>providing learning activities for diverse learners</u> and to <u>use community resources</u> to improve my <u>learners' academic performance in Science</u> .					
Objectives <i>(What competencies will I enhance?)</i>	Methods/Strategies <i>(What professional activities will I undertake to achieve my objective?)</i>	Resources <i>(What will I do to access resources?)</i>	Time Frame <i>(When do I expect to have accomplished the activities?)</i>	Success Indicator <i>What NCBTS competencies would I have enhanced?</i>		<i>What learners' performance would have been improved?</i>	
A. To improve my competencies in using varied strategies in teaching diverse learners	• Attend a scheduled district training program on Multiple intelligences	Register in the District/cluster training on MI	October 2008, Semestral Break	Knowledge and Skills in teaching for diverse learners, (Strand 3.1)		Increased interest of various learners to lesson activities	
	• On-line study about MI	Surf Internet lesson guides on MI	Once a week 2 nd Semester				
B. To gain more content knowledge and skills in Science teaching	• Attend a scheduled training on Science Content in Division • Attend Short-term course	Request INSET Funds, (School MOOE)	Summer INSET 2009; Saturday classes 2 nd Semester	Increased Competencies in mastery of the content and skills in teaching Science (Strands 4.1& 4.4)		Increased learners' performance in Science based on DAT/RAT/ NAT Results	

	Attend LAC Session to study DepED digital lessons in Science for HS	Request Master Teachers/DSS as resource persons	Monthly from Sept- Feb	Increased Teacher Proficiency Result in Science (Strand 4.1)	
C. To acquire knowledge and skills in providing learning activities that respond to demands of the community	Engage in community projects	Look for available NGO project	1 st 2 Saturdays of October	Enhanced competencies in establishing learning environment conducive to community aspirations (Strand 6.1)	Increased learners' participation in Science activities
	Professional Readings on connecting classroom activities to community development	Research in Library LGU centers	October Break 2008		

Reviewed by: Name and	Dina Z. Gracia Dina Z. Gracia, Principal II	Committed to Implement: Name of Teacher	Lizabprado	Date: 26 June 2008
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